



Class 1 Summer 1 2021-22 - Growing

General themes		Key texts		Experiences		Vocabulary	
<ul style="list-style-type: none"> Life cycle of a bean Life cycle of a frog Eid (Monday 2nd May) 		<ul style="list-style-type: none"> Jack and the Bean Stalk. Jasper's Beanstalk Bean Diary Lila and the Rain Tad – Benji Davies 		<ul style="list-style-type: none"> Ongoing Forest schools (scavenger hunt) Walk around the local area Planting seeds Visit from a vet. 		Grow, seeds, plant, stem, leaves, shoots, roots, life cycle, frogspawn, tadpole, froglet, frog.	
Key Skills							
CL		PSED				PD	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
<ul style="list-style-type: none"> Show greater confidence in retelling both familiar and longer stories. Be able to start a conversation with other children and adults. Begin to be able to use talk to organise themselves and their play. Begin to understand two-part instructions and questions. 	<ul style="list-style-type: none"> Continue to learn and use new vocabulary throughout the day. Narrate events and talk about previous events. Describe events in some detail. Use talk to help work out problems. Begin to ask questions to gain a better understanding / clarify their thinking. Begin to use connectives to connect their ideas. when speaking. Talk about what might happen and how things work. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Begin to 'clap out' longer, interesting words in familiar rhymes and songs. Continue to explore non-fiction texts linked with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Increasingly follow the rules and understand why they are important. Begin to play with more than one child. Extend own play ideas. Use talk to solve conflicts. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing -healthy eating. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> Use a dominant hand when reminded. Use a tripod grip when holding pens and pencils. To be able to put on their own coat and attempt to fasten it. Continue to explore different tools and begin to choose the right tool for a purpose with support. Be able to use sequences of movements linked to music. 	<ul style="list-style-type: none"> Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 		
L: Comprehension		L: Word reading				L: Writing	
In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception	In Nursery	In Reception
<ul style="list-style-type: none"> Listen to and retell more complex stories. Use these more complex stories to begin to learn a wider range of vocabulary. 	<ul style="list-style-type: none"> Begin to 'clap out' longer, interesting words in familiar rhymes and songs. Continue to explore non-fiction texts linked with new knowledge and vocabulary. Sequence events from familiar stories. 	<ul style="list-style-type: none"> Begin to recognise some of the pictures associated with set 1 sounds. Begin to listen carefully when some words are orally segmented. 	<ul style="list-style-type: none"> Continue Phonics learning with 'Bug Club.' Phase 2/3/4 tricky words. 	<ul style="list-style-type: none"> Be able to write some of their name. To be able to form some letters correctly. Higher attaining: begin to write CVC words. 	<ul style="list-style-type: none"> Be able to form lower-case and some capital letters correctly. To begin to write simple sentences that can be read by others. Begin to spell some common exception words correctly. 		

Key Skills (Continued)			
M: Number		M: Shape and Measure	
<p>In Nursery</p> <ul style="list-style-type: none"> Continue to develop the ability to subitise up to 5. Gain accuracy with 1:1 correspondence when counting larger sets. Consistently use the cardinal principle. Show finger numbers to 5. Begin to link numerals and amounts to 5. 	<p>In Reception</p> <p>White Rose</p> <ul style="list-style-type: none"> To 20 and beyond. Building numbers. Beyond 10. Counting patterns. Beyond 10. First Then Now Adding More. Taking Away. <p>EYFS Development Matters</p> <ul style="list-style-type: none"> Subitise (recognise quantities without counting) up to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. 	<p>In Nursery</p> <p>Guidance linked to White Rose Maths</p> <ul style="list-style-type: none"> Properties of shapes using words such as straight, flat, round, curved etc. Simple positional language in on under up down across in front of behind on top of etc. 	<p>In Reception</p> <p>White Rose</p> <ul style="list-style-type: none"> To 20 and Beyond Spatial Reasoning Match, rotate Manipulate First Then Now Spatial Reasoning Compose and decompose <p>EYFS Development Matters</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills.
UW: Past and Present		UW: People, Cultures and Communities	
<p>In Nursery</p> <ul style="list-style-type: none"> Continue making sense of their own life story and family's history. Begin to understand that some things were different a long while ago. 	<p>In Reception</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>In Nursery</p> <ul style="list-style-type: none"> Show an interest in different occupations (vets, gardeners). 	<p>In Reception</p> <ul style="list-style-type: none"> To use non-fiction books to look at plants in our local environment. Recognise some similarities and differences between life in this country and life in other countries.
UW: The Natural World		EAD	
<p>In Nursery</p> <ul style="list-style-type: none"> Understand the differences between plants and animals. Know about the lifecycle of a frog. Plant and care for bean plants with support. Know the name of some of the parts of a plant. 	<p>In Reception</p> <ul style="list-style-type: none"> Can talk about the life cycle of a frog, using appropriate vocabulary. Talk about how we can care for plants and animals where we live. Know the names of parts of a plant and talk about how a plant grows. Talk about the seasons change and how this impacts on when things grow. Compare the difference between autumn, winter and spring. Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>In Nursery</p> <ul style="list-style-type: none"> Explore how instruments can be used to express different feelings. Make up their own songs based on a familiar one. Show greater independence in using powder paint to the correct consistency. Explore colour mixing with support. Continue to draw with greater complexity and detail. Begin to show emotions when drawing. Begin to develop more complex stories. Develop own ideas about which materials to use and what to make. Develop own ideas and choose own materials and joining methods. 	<p>In Reception</p> <ul style="list-style-type: none"> Create collaboratively and share ideas, resources and skills. Adapt their own work to make it even better. Problem solve and reflect on their designs and creations. Encourage children to choregraph their own dances in time to music. Independently use tools and techniques to increase care and precision. To role play, taking the ideas of others into account. Develop patience and dealing with conflicts when creating narratives with peers. To use their knowledge of colours mixing to mix a range of colours. To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary. To know the different uses and purposes of a range of media and materials. To be able to safely construct with a purpose and evaluate their designs.

Geography and History: transition to KS1.

History 'in the environment.'

- Dressing up: old caps, old clothes
- Small world: knights in armour and other historical figurines, older vehicles.
- Home corner: telephones, ghetto blaster and tapes, old coins, and cheque books, props to reflect different occupations
- Writing table: ink and quills, writing in clay, old registers, typewriters.
- Photo books for children, featuring their families, homes, pets, and favourite people.
- Reading area: persona dolls, stories and books reflecting the diversity of British culture.
- Display with members of school community included.

Vocabulary

Past, present, old, new, older, newer, today, yesterday, then, now, before, when people were little, a long time ago, object, picture, story.

Skills for transition to Y1

- I can use words and phrases like: old and new, and a long time ago, before, after, past, present, then and now.
- I can recognise that some objects belonged to the past and explain what they might have been used for.
- I can explain how I have changed since I was born.
- I can spot old and new things in a picture.
- I can recognise that life was different when my grandparents were children.
- I can understand that books can tell us about the past.

Geography 'in the environment.'

- Dressing up: clothes from different cultures.
- Home corner: alternative props to reflect a different culture.
- Writing table: maps and aerial images of locality.
- Reading area: books which reflect the diversity of British culture.
- Invite people in from a range of backgrounds to talk about aspects of their lives or the things they do in their work or local area.

Vocabulary

Same, different, world, Autumn, Winter, Spring, Summer, seasons, country, climate, weather, place.

Skills for transition to Y1

- I can recognise changes in the weather and I understand these are sometimes related to seasons.
- I can explain where I live and go to school, using place names.
- I can explain that some places are hot and some are cold, in the world.
- I can name the country I live in and some cities and towns.
- I can name some of the main towns and cities in the UK.
- I can describe and explain features on a simple map.

